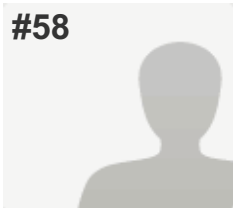


#58

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, April 13, 2016 10:55:59 AM**Last Modified:** Monday, June 27, 2016 9:16:20 AM**Time Spent:** Over a month**IP Address:** 216.159.21.191

PAGE 2

Q1: Name of School District:	Atlantic Community Schools
Q2: Name of Superintendent	Dr. Mike Amstein
Q3: Person Completing this Report	Edward Den Beste

PAGE 3

Q4: 1a. Local TLC Goal

Attract; develop; and retain educators maintaining Atlantic's high level of expectation for quality education.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Atlantic Community School District started the hiring process for TLC positions in late January of 2015 for the upcoming school year. We hired a total of 33 different positions including 1 TLC Lead, 3 Full time Instructional Coaches, 3 Instructional Support Coaches, 12 Mentors, and 14 Models. We did not fill all the positions just in case we needed to add more mentors at the beginning of the year. Due to an early retirement buyout, and two teachers moving out of the district, we will retain 84.8% of the TLC teachers and hire back the positions that were open.

The Atlantic Community School District hired 6 new teachers for the 2015-2016 school year. All were 1st or 2nd year teachers. 100% of these teachers will be back next year to teach in our district. In the 2014-2015 school year, 10 1st year teachers were hired by the district. 8 of the 10 teachers will return next year with one being coached out of teaching and the other moving to a different district closer to where he grew up. In the past two year, 87.5% of our new teachers will return in the 2016-2017 school year.

A survey was sent to your 1st and 2nd year teachers in the middle of April to see how our Journey to Excellence program helped them this past year. All comments were very positive about how the program ran and how welcomed they felt having a mentor guide them through the year as well as having TLC Coaches available to give them guidance and feedback throughout the year. We will use the data to help guide some PD for the following year including getting our new teachers into classrooms to observe other teachers.

Q7: 2a. Local TLC Goal

Increase collaborative learning opportunities for teachers; utilizing curriculum and professional development teams and TLC personal.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2014-15 school year teachers had the opportunity to meet with AIW teams to look at their unit planning. This was the majority of the collaboration done in the district for teachers.

During the 2015-16 school year the district wanted to improve upon the collaboration already in the district. The AIW teams continued throughout the district with their work on unit planning but also looked at teacher instruction and improving that instruction.

The teachers improved collaboration by working in curriculum teams throughout the school year to look at curriculum maps. These curriculum mapping teams were lead by Teacher leaders and worked together to uploaded curriculum maps. These maps were reviewed by administration and Teacher Leaders for content. The Teacher Leaders had supported the work of the curriculum teams throughout the curriculum mapping process so well that there were very few instances of units on the maps needing revisions.

Teacher Leaders were also another large part of increased collaboration. Teachers leaders were used by 98% of the 120 teachers in the district during the 2015-16 school year. During the school year coaches met with over 60 teachers and grade level teams per quarter. In addition to those 60, mentor teachers also met with 16 mentees every week of the year. Many of the mentees had glowing remarks for the support they were given by the Teacher Leaders in the district.

Q10: 3a. Local TLC Goal

Enhance Atlantic's professional learning and leadership opportunities for teachers to ensure that 25% of Atlantic teaching staff are in leadership roles.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Atlantic Community School District started the hiring process for TLC positions in late January of 2015 for the upcoming school year. We hired a total of 33 different positions including 1 TLC Lead, 3 Full time Instructional Coaches, 3 Instructional Support Coaches, 12 Mentors, and 14 Models. Due to an early retirement program, we lost 2 mentors and 1 model teacher that will be replaced. We also lost 1 Instructional Support Coach and 1 model teacher due to finding employment closer to home. We have hired back 1 TLC lead, 3 Full Time Instructional Coaches, 3 Instructional Support Coaches, 12 ½ Mentors, and 12 ½ models for the upcoming school year for a total of 32 positions which is 26.7% of our teachers. We may add another mentor if we have to hire any new positions this summer.

The TLC positions were evaluated using self-evaluations or educator surveys. After reviewing that data, we feel a few slight changes to our mentor plan will need a little work. We are planning on doing an update for mentors in our district this year as well as expand our new teacher mid year update in January. The rest will stay the same.

Our Models indicated that they want to see more people in their classrooms and want to have conversations with them about their teaching. We will be working on a new program to get more teachers into our model classrooms at least 2 times a year and having our Instructional Coaches work closely with them to discuss the learning and how to get new things implemented into their own classrooms.

Our Instructional Support Coaches will continue their work with curriculum and helping teachers input these units onto ATLAS. They will also be mentors to some of our new teachers to the district but are not first or second year teachers.

Our Instructional Coaches have been evaluated using a rubric that matches the Iowa Teaching Standards. They will continue to support teachers as they are needed but also look forward to doing some reflective coaching with the observations our teachers will be participating in for the upcoming school year. They will also be highly involved in many aspects of professional development.

Q13: 4a. Local TLC Goal

Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district; building; and grade level student achievement goals.

Q14: 4b. To what extent has this goal been met?

(no label)

Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our goal of increasing student achievement was successful for the 2015-16 school year. In the 2014-15 school year the Atlantic Community Schools had the following results when looking at the Iowa Assessments: in Reading 80% of students were proficient, in Math 82% of students were proficient, and in Science 81% of students were proficient. The work done by our Teacher Leaders helped bring scores up in each of those categories. The Iowa Assessment scores from 2015-16 were as follows: in Reading 81% of students were proficient, in Math 83% of students were proficient, and in Science 84% of students were proficient. To go along with the raised test scores the work done by our Teacher Leaders to support our special education students helped them close the achievement gap by 10% in reading and 8% in math for the 2015-16 school year. The Teacher Leaders helped with curriculum mapping at every level, helped find assessment resources aligned to core standards, supported new teachers in their planning and assessment, and worked closely with admin to help support building goals.

We had 52 students take the ACT in 2015. Our district composite was 22.4 which was .2 higher than the state average. We were above that state average in all areas except science where we were .6 lower. Over the past 5 years our district average is 22.88 with the state average being 22.14.

The students in 1st and 2nd grade don't take Iowa Assessments so when looking at their FAST assessments for the CBM measurement 8% more students met the cut score in the spring than in the fall for both grade levels.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal*Respondent skipped this question***Q17: 5b. To what extent has this goal been met?***Respondent skipped this question***Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q19: 6a. Local TLC Goal***Respondent skipped this question***Q20: 6b. To what extent has this goal been met?***Respondent skipped this question***Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question*

PAGE 5

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

As stated on our goal 3, we will be making some adjustments to how we are using our model teacher next year. We want to get teachers into other classrooms and see the great things they are doing. In the upcoming school year, we will be requiring teachers to visit a model teacher two times and have reflective conferences with the instructional coach.

The second change that we will be making is with our Instructional Supports. With the number of new teachers to our district, we will be asking them to be a mentor for their building. Each will have a least two teachers that they will be meeting with regularly to help them get adjusted to a new district and building.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We knew that TLC would be a big adjustment for our district and our teachers. Going into the program, we felt that we could make some big gains if we could just get teachers involved in the program.

At our mentoring party at the end of the year, I was amazed at how many people came up to me and said how much they appreciated having so many people to help this year. They had their mentors of course, but also were very thankful for our Instructional Coaches at each building. If they had an issue, they could have gone to at least 3 different people to get advice and felt that it was good information to use.

We also had one teacher that was very reluctant to using our program. By the end of the year, not only did this teacher come to use for help, but also thanked us and told a few others and they came to use for advice and help. Hopefully we will grow on this in the upcoming school year.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.